

THE USE OF GALLERY WALK IN TEACHING DESCRIPTIVE TEXT TO PROMOTE HIGHER ORDER THINKING SKILLS FOR 7TH GRADERS

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Abstract: The purpose of this research was to analyze the use of Gallery Walk in teaching reading descriptive text and how it promoted higher order thinking skills for 7th graders. The subject of the research was the teacher of Junior High School in Surabaya. In finding the sample of the research, the participant was the 7th grade students of Junior High School. The data of the research was the teacher and to gain the detail data and information, the researcher gathered the data by using two techniques, they were observation and documentation in four meetings in the classroom. The teacher used Gallery Walk method in teaching descriptive text and to promote the students' higher order thinking skills the teacher implemented the step of the lesson plan, such as Grouping, distributing material, students' presentation, sharing knowledge, collective reflection and conclusion. The result of the data showed that the use of Gallery Walk in teaching reading descriptive text can promote higher order thinking skills of 7th graders, especially in level C3 to C5 (Applying, Analyzing and Evaluating). Connected to the result, the writer suggests teachers to practice teaching using this method to promote students' higher order thinking skills as mentioned in k13 Curriculum.

Keywords: Gallery Walk, Reading, Descriptive text, Higher Order Thinking Skills.

1. INTRODUCTION

Reading English text is not easy for Indonesian students. That happens because English is not their mother tongue. There are some different rule and order that make them effortful in comprehending English text. According to Carrel and Grabe see Norbert Schmitt (2002), L2 students practice dissimilar reading procedures than L1 for some aims, such as L2 group is insufficient language knowledge, they don't have enough prior knowledge of English situation just as L1 students. They learn English for a specific purposes, for their education, work or other specific purposes. From the explanation it can be found that reading comprehension for Indonesian learners will be different. Anderson (1999:68-69) states that teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning reading to teaching learners who already have reading skills in their first language. Reading is a fluent process of readers in combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Comprehending a text is an interactive process between the reader's background knowledge and the text. The efficient of comprehension (schemata) is to improve the student's ability to comprehend the texts.

Therefore, the teacher have to help students change their inefficient reading habit (reading word by word, focusing too much attention on form, relying heavy on dictionary etc) by teaching them efficient reading skills. A guided reading is an effective way to do this. In this way, the students can learn how to read in different ways at different speeds and for different purposes (Fauziati, 2002:138). To be successful in teaching, the teacher has to know the principles behind the teaching reading. According to Hammer (1998:70), the principles behind the teaching reading are:

1. Reading is not a passive skill. Hammer assumed that in reading, readers have to understand what the words meaning, see picture, and understand the argument.
2. Students need to be engaged with what they are reading. The students should be engaged with what they are reading so that they can get the information from the text.
3. Students should be encouraged to respond to the content of a reading text, not just to the language. In studying reading text, the students not only students the number of paragraphs but also the meaning and the message of the text. The teacher must give the students a chance to respond the message of the text.
4. Prediction is a major factor in reading. When the students read text, they often look at hints, such as the content or book cover, photographs, and headline. These hints are useful for the students to predict what they are going to read.
5. Match the task to the topic. The teacher should choose an appropriate reading task. The reading has to match the topic. And, the students need more efforts and multi skills to comprehend English text. For that reason, providing students with knowledge and thinking skills is significant for them in order to understand English texts.

English reading skills is one of language skills that is taught in the K-13, the K-13 that will be carry out in all schools covers some competencies that should be achieved by students including attitude, knowledge and skills which taught in scientific process through some steps of teaching. Reading as one of skills in English subject that has some rules to be mastered. Students have to understand social functions, text structures and language characteristics of some paragraph: short practical text and short article. Short functional text are announcement, caution, guidelines, greeting cards, label, list etc. meanwhile short essay such as five genre text: descriptive text, recount text, narrative text, procedure text and also report text. Also, they should also have abilities to be able to get meaning the idea in the short essay writing.

However, based on preliminary study done by the English teacher at grade VII of this Junior High school. Students reading skills is low based on the standard minimum score used in this Junior high school. It was presented by students' reading test result done by the English teacher.

The test were the students' ability in comprehending descriptive text. It was focused in generic structure and specific information. And the result of discussion with English teachers, it could be said that the students' reading ability were low especially in comprehended the text. In fact, it was really hard for them to get the information, to comprehend the text and to identify the reading text. Besides, students had low interest to read English text. Most of their reading marks were relatively low.

The latest revised K-13 improvement, the ministry of Education and Culture in Kementrian Pendidikan Dan Kebudayaan (2016) expected the teacher to put on learning that refers to the upgrading of students' high-level thinking skills. Answering to the Blooms taxonomy, Anderson (2001), recommend a revision of Blooms taxonomy of learning contains: remember, understand, apply, analyze, evaluate and create. The three first stages belong to lower order thinking and the last three are belong to higher order thinking. One of the promoted reading teaching techniques here is Gallery Walk, Rasinski, Homan, & Biggs (2009) promoted Gallery Walk that will develop student enthusiasm and engagement in reading comprehension. Sharon L. Bowman (2005) stated that Gallery Walk is one of the techniques that is promoted, this is one of the learner-centered activities which has been called by a lot of names and has many variations. Francek in Journal of College Science Teaching (2006:27), "Gallery walk is a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concepts, writing, and public speaking. The technique also cultivates listening and team building skills". Some teachers shudder at the thought of having all of the students out of their desks moving around the classroom at the same time, but in actuality, it can be a very effective technique for classroom management. The kinesthetic learners need a certain amount of time out of their seats, and this will give them that opportunity. During a Gallery Walk, students explore multiple texts or images that are placed around in the classroom. Teachers often use this strategy as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations or material. This technique provides many positive things for students. Such as allowing students to address their interest, allowing students to be completely honest because their written responses are anonymous, encouraging students to use higher-order thinking skills (example; analysis, evaluation, synthesis) while engage in a review and providing students with an opportunity to physically move around while reviewing material⁵. This technique encourages students to speak and write the material rather than just hearing it from the teacher. Gallery Walk has the additional advantage of promoting cooperation, listening skills, and team building. How to use a gallery walk technique. The researcher will observe the implementation of Gallery Walk technique done

by the English teacher in this school to solve his problem toward teaching reading of his class. This study revealed the implementation of Gallery Walk technique in promoting Higher Order Thinking Skills of 7th graders.

2. RESEARCH METHOD

This research uses descriptive qualitative methods for the research design. This research gives sufficient details to describe the implementation of Gallery Walk technique in promoting students' higher order thinking skills and to find out kinds of higher order thinking skills using Gallery Walk technique.

The researcher chose an English teacher as the subject, he is a senior English teacher. In finding the sample of the research, the participant of this research were the 7th grade students of Junior High School in Surabaya. The writer took only one class. There are 38 students in the class.

The research conducted in one of State Junior high school in North of Surabaya, East Java in grade 7th especially in reading classroom. This school is one of region school in Surabaya, by choosing this school, the researcher need to discover the model of Gallery Walk technique which can be used to promote higher order thinking skills in English classroom, especially for other school in Indonesia.

3. FINDINGS AND DISCUSSIONS

Preparation

Before teaching teacher prepared everything which is needed to apply the method to be taught in the classroom, material and also media. Teacher prepared material in the form of power point and some texts. Some different descriptive texts was prepared in one meeting. Teacher also prepared interesting pictures, video related to the material, it play important role for stimulating student's thought. Based on the observation, the material was fulfill the requirement of good material such as 1. Relevant: The teaching material must be relevant with the standard of competency and basic of competency. 2. Consistency: If the basic competency must be mastery to be mastery to the learner four kind, so the teaching material must be taught also four kinds. 3. Sufficient: The teaching material can help the students to mastery the competency that taught.

In Preparation, the teacher was known to prepare to teaching reading using Gallery Walk as mentioned below:

1. Pre-reading: Pre-reading activities were used to prepare students for reading. The activities during pre-reading served as preparation in several ways, to access student's background knowledge of the topic and linguistic comment of the text, to give students the background

knowledge necessary for comprehension of the text, to active the existing knowledge that the students possess. To make students aware of any type of text and the purposes for reading.

2. While-reading: In while-reading activities, the teacher asked the students to check their comprehension about the text. Some examples for comprehension checking as follow:

a. When reading for specific information, students need to ask themselves “the information that looking for?”

b. When reading for leisure, students need to ask themselves “the story line of ideas well enough to enjoy reading this?”

c. When reading thorough understanding, students need to ask themselves, “to understand the main idea and how the author support it?”

3. Post-reading: Post-reading activities function as a closing mark for reading class. The following were advisable activities for post-reading by the teacher.

a. Answering the questions to show the comprehension of message to multiple-choice or true or false questions.

b. Students are given several possible summary sentences and asked to say which of them fits to the text.

c. Discussion associated with the passage they have read.

How to apply Higher Order Thinking Skills in Gallery Walk of Teaching Descriptive Text

The writer interested in the suggestion stated by Sharon L. Bowman (2005) in how to apply higher order thinking skill using gallery walk in teaching as follows :

1. Place posters or big paper of texts in different place around classroom, so that students can move to one paper/poster to another easily.
2. Text each text with question or important notes about the topic.
3. While move from one text to another student can write their responses on the poster or text.
4. Guide students with certain sign to move randomly in group or individually.
5. Students give their responses to the other group poster or texts and note their observation on a worksheet, they will have a small discussion with their group about it.
6. At last, they talk over the doings with the other group and teacher give comment of their accomplishments.

Francek (2014) stated more about gallery walk in his journal, he stated that gallery walk is a group discussion where the member of the group actively move around their seat to get more knowledge of certain concept, writing and public speaking from other group.

The use of gallery walk way in teaching reading is to make the students active during the class activity. When they feel happy during the activity they will understand faster than in the pressure. And they will also response to the question given in every text.

In line with some experts opinion above the writer notes some teaching steps how to apply higher order thinking skills in gallery walk of teaching descriptive text implemented by the teacher in the observation as follows:

1. The teacher trigger questions related to the Gallery Walk.
2. The teacher and students have a clear discussion first about how to run gallery walk in reading activity.
3. The teacher arrange the class into some groups consist of 4 to 5 students.
4. The class will be arranged into several group stations provided with different descriptive texts and questions.
5. Each group station will have one presenter from the group who will present and explain the text of his group to the other member who will visit the group station
5. Each group will move from station one to five to get more information about other text of the other group
6. There will be a group dialog in every station after moving to all group stations.
7. Every group station try to share knowledge they have got from other group with other member of his group.
8. The teacher guide students to do collective reflection and give feed back
9. The teacher give conclusion of the material and activities they have

To response the research question, “How is the implementation of Gallery Walk technique in promoting Higher Order Thinking Skills of 7th graders?.” The researcher provides guide for observing implementation of Gallery Walk method in promoting Higher Order Thinking Skills of 7th Graders as observation sheet below.

**Table 3.1 Guide for observing
Implementation of Gallery Walk technique
in promoting Higher Order Thinking Skills**

<u>Research Question</u>

Guide for observing Implementation of Gallery Walk technique in promoting Higher Order Thinking Skills	
Subject	
Class	
Date/time	
Observer	
Meeting	
Teaching activities	Descriptions
Grouping	
Distributing material	
Student's presentation	
Sharing knowledge	
Collective reflection	
Conclusion	
Observer' Recommendation	

The researcher observed every step of the Gallery walk in 4 meetings. With the same class and same method used by the teacher but different kinds of descriptive text. In every meeting the researcher found that students were enthusiastically following the teacher method in comprehending the text. Gallery While on the class, the usage of gallery walk was found like these:

a. Write

Create questions or prompts about the current topic of study, and write each one on a piece of chart paper or on a white board. Hang or place the questions or prompts in various places around the classroom to create stations. Images, documents, problems, or quotes may also be used.

b. Group

Group students into teams of three to five students, depending on the size of the class. Each group should start at a different station.

c. Rotate

after three to five minutes, have the groups rotate to the next station. Students read and discuss the previous group's response and add content of their own. Repeat until all

groups have visited each station. To involve all group members, the teacher can have groups switch recorders at each station.

d. Monitor

As the teacher, it is important to monitor the stations while the students participate. Teacher may also need to clarify or provide hints if students don't understand or misinterpret what is posted at their station.

e. Reflect

Students go back to their first station to read all that was added to their first response. Bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed.

From the finding, it can be concluded that Gallery Walk method can promote students higher order thinking skills, especially in Applying (C3), analyzing (C4), Evaluating (C5) but still need more method to reach level Creating (C6). In the higher order aspect, the students has go through master some aspect in HOTS like the student in knowledge gaining defined as ability of remembering previously learned material. This process may involve the recall of specific facts or complete theories, but all that was required is the rote memory of the appropriate information. Knowledge were presents the lowest and most basic level of learning. Then, in comprehension. Comprehension was provoke by using gallery walk, this was defined as the ability to understand the meaning of material. This process may be shown by translating material from one form to another form (words or numbers), by explaining material (interpreting or summarizing), by providing examples, or by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material and represent the lowest level of understanding. And this skill was gained by the students while observation.

Furthermore, application ability was prompted to gallery walk. Application refers to the ability to use learned material in a new and concrete situation. This process may include the application of such things as rules, methods, concepts, principles, laws, and theories. Next was analysis. Analysis refers to the ability to break down a concept into parts. This process may include the identification of the parts and the analysis of the relationships between parts. Learning outcomes at the analysis level require an understanding of both the content and the structure of the material. As an example, asking students to compare and contrast two characters in a story is at the level of analysis.

Moreover, the ability of synthesizing was improved. Synthesis refers to the ability to form something new. This process may involve the production of a unique composition (theme

or speech), a plan or proposal, or an original abstract idea. Learning outcomes in this area stress creativity and originality. A creative activity such as making a diorama is not at the synthesis level unless the intended outcome behavior involves creativity.

In addition, evaluation was also heightened by using gallery walk. Evaluation is concerned with the ability to judge the value of a statement or some material such as writing, music, or art. The judgments are to be based on criteria, and the student may determine the criteria or be given them. The student must be able to justify the judgment based on the criteria of all of the other categories plus value judgments.

4. CONCLUSION

Based on the result of the analysis, the writer concluded that in general, the use of Gallery Walk in teaching Reading descriptive text can promote Students' higher order thinking skills, especially when they were involving in teaching activities such as, Student's presentation, Sharing knowledge, and Collective reflection. It was proved that the method can help teacher in developing teaching learning to promote higher order thinking skills just as 2013 Curriculum asked to be fulfilled in teaching learning.

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